



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10601246
SAU: Freeport School Department
School: Mast Landing School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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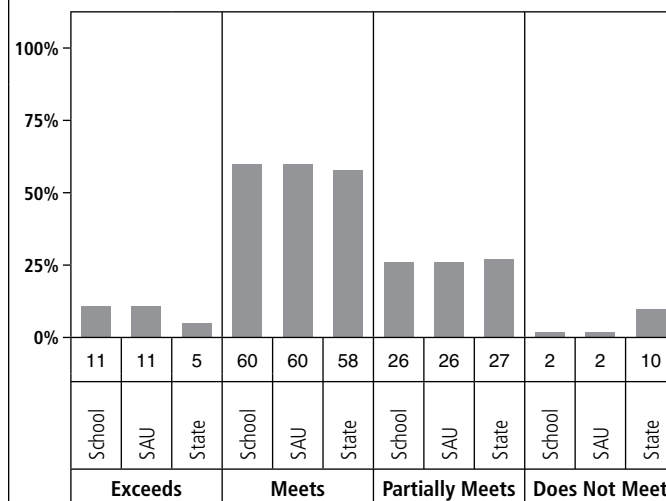
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Freeport School Department
School: Mast Landing School

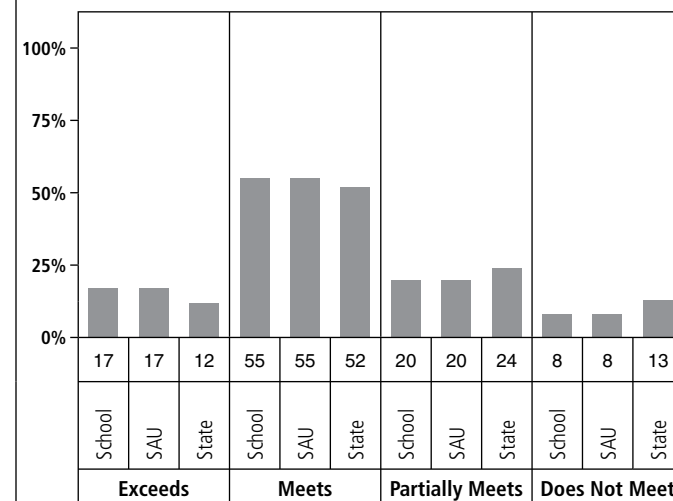
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	545	545	544
2006–2007	547	547	544
2007–2008	548	548	545
Cum. Avg. *	547	547	544
Mathematics			
2005–2006	545	545	543
2006–2007	550	550	546
2007–2008	550	550	546
Cum. Avg. *	548	548	545
ELA – Writing			
2005–2006	544	544	541
2006–2007	544	544	541
2007–2008	540	540	538
Cum. Avg. *			

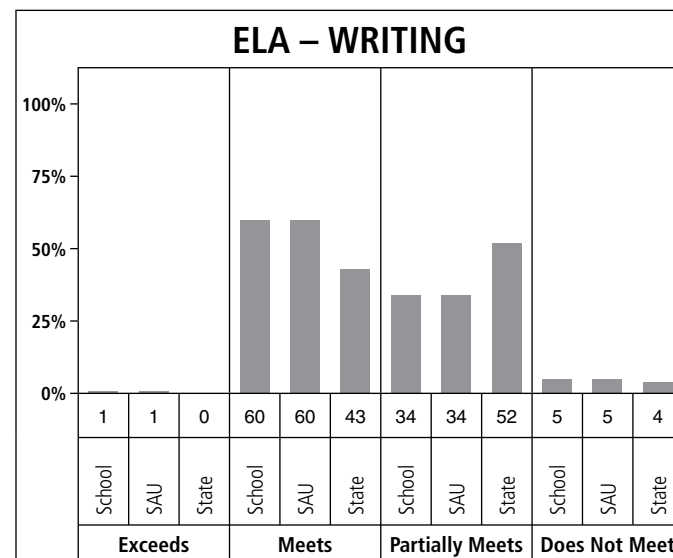
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Freeport School Department
 School: Mast Landing School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	87	100	87	100	14240	100	87	100	87	100	14157	100	87	100	87	100	14156	100							87	100	87	100	14107	99
Ethnicity African American/Black	2	2	2	2	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	100	388	96
American Indian or Native Alaskan	1	1	1	1	118	1	1	100	1	100	118	100	1	100	1	100	118	100							1	100	1	100	118	100
Asian or Pacific Islander	2	2	2	2	201	1	2	100	2	100	199	99	2	100	2	100	199	99							2	100	2	100	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	82	94	82	94	13339	94	82	100	82	100	13274	100	82	100	82	100	13267	100							82	100	82	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	13	15	13	15	2555	18	13	100	13	100	2528	99	13	100	13	100	2526	99							13	100	13	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	10	11	10	11	5574	39	10	100	10	100	5528	99	10	100	10	100	5531	99							10	100	10	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	74	85	74	85	11042	78	74	85	74	85	11006	77							74	85	74	85	11127	78
Identified disability (PET/IEP)	1	1	1	1	396	4	1	1	1	1	404	4							1	1	1	1	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	6	8	6	8	134	1	6	8	6	8	133	1							6	8	6	8	136	1
Participation with accommodations	13	15	13	15	2974	21	13	15	13	15	3014	21							13	15	13	15	2845	20
Identified disability (PET/IEP)	12	92	12	92	1996	67	12	92	12	92	1986	66							12	92	12	92	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	1	8	1	8	76	3	1	8	1	8	77	3							1	8	1	8	74	3
Other	0	0	0	0	766	26	0	0	0	0	801	27							0	0	0	0	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Freeport School Department
School: Mast Landing School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	3	4	3	4	721	5
	2006-2007	8	9	8	9	702	5
	2007-2008	10	11	10	11	659	5
	Cum. Total*	21	8	21	8	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	53	62	53	62	7571	53
	2006-2007	55	60	55	60	7730	55
	2007-2008	52	60	52	60	8195	58
	Cum. Total*	160	61	160	61	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	19	22	19	22	4343	30
	2006-2007	24	26	24	26	4182	30
	2007-2008	23	26	23	26	3800	27
	Cum. Total*	66	25	66	25	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	10	12	10	12	1628	11
	2006-2007	5	5	5	5	1419	10
	2007-2008	2	2	2	2	1362	10
	Cum. Total*	17	6	17	6	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.9	66.5	31.9	66.5	29.2	60.8
Literary Text	24	50	16.6	69.2	16.6	69.2	15.0	62.5
Informational Text	24	50	15.3	63.8	15.3	63.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Freeport School Department
School: Mast Landing School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	10	11	52	60	23	26	2	2	548	87	11	60	26	2	548	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	1										1						116	0	44	45	11	541
Asian or Pacific Islander	2										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	82	10	12	50	61	21	26	1	1	549	82	12	61	26	1	549	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	7	54	2	15	538	13	0	31	54	15	538	2392	0	26	42	31	536
No	74	10	14	48	65	16	22	0	0	550	74	14	65	22	0	550	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	87	10	11	52	60	23	26	2	2	548	87	11	60	26	2	548	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	10	0	0	5	50	4	40	1	10	544	10	0	50	40	10	544	5454	2	48	35	15	541
No	77	10	13	47	61	19	25	1	1	549	77	13	61	25	1	549	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	87	10	11	52	60	23	26	2	2	548	87	11	60	26	2	548	14011	5	58	27	10	545
Gender																						
Female	40	7	18	23	58	10	25	0	0	551	40	18	58	25	0	551	6766	7	62	24	8	546
Male	47	3	6	29	62	13	28	2	4	546	47	6	62	28	4	546	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	87	10	11	52	60	23	26	2	2	548	87	11	60	26	2	548	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	87	10	11	52	60	23	26	2	2	548	87	11	60	26	2	548	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Freeport School Department
 School: Mast Landing School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%		%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	67	1	33	0	0	543	3	0	67	33	0	543	5	2	42	34	22	540
B. less than one hour	76	9	14	36	55	19	29	2	3	548	76	14	55	29	3	548	66	5	60	27	9	545
C. one to two hours	20	1	6	13	76	3	18	0	0	550	20	6	76	18	0	550	26	5	61	26	8	546
D. more than two hours	1	0	0	1	100	0	0	0	0	542	1	0	100	0	0	542	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	17	1	7	8	53	6	40	0	0	548	17	7	53	40	0	548	31	7	63	23	7	547
B. They match some of what I have learned.	59	7	14	35	69	8	16	1	2	551	59	14	69	16	2	551	55	4	61	27	8	545
C. They match just a little of what I have learned.	20	2	12	7	41	7	41	1	6	544	20	12	41	41	6	544	11	2	42	37	19	540
D. There is no match.	5	0	0	2	50	2	50	0	0	541	5	0	50	50	0	541	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	47	7	18	27	68	4	10	2	5	551	47	18	68	10	5	551	30	10	68	16	6	549
B. good	44	3	8	20	53	15	39	0	0	547	44	8	53	39	0	547	53	3	59	29	9	544
C. fair	8	0	0	4	57	3	43	0	0	543	8	0	57	43	0	543	15	1	41	40	18	539
D. poor	1	0	0	0	0	1	100	0	0	538	1	0	0	100	0	538	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	21	3	17	6	33	8	44	1	6	545	21	17	33	44	6	545	17	3	45	32	19	541
B. about the same as my regular schoolwork	59	5	10	33	65	13	25	0	0	549	59	10	65	25	0	549	67	5	62	26	7	546
C. easier than my regular schoolwork	20	2	12	12	71	2	12	1	6	549	20	12	71	12	6	549	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	1	11	7	78	1	11	536	11	0	11	78	11	536	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	51	4	10	28	67	10	24	0	0	549	51	10	67	24	0	549	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	39	5	16	20	63	6	19	1	3	551	39	16	63	19	3	551	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	24	3	14	14	67	4	19	0	0	552	24	14	67	19	0	552	18	8	64	20	8	547
B. 20 minutes to an hour	57	6	12	34	68	9	18	1	2	549	57	12	68	18	2	549	56	5	62	25	7	546
C. less than 20 minutes	7	1	17	1	17	4	67	0	0	546	7	17	17	67	0	546	12	2	50	32	15	542
D. I rarely read at home.	11	0	0	3	30	6	60	1	10	540	11	0	30	60	10	540	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	20	1	6	6	35	8	47	2	12	541	20	6	35	47	12	541	26	3	51	32	14	542
B. six to ten pages	20	0	0	13	76	4	24	0	0	547	20	0	76	24	0	547	28	3	59	28	9	544
C. eleven or more pages	60	9	18	32	63	10	20	0	0	552	60	18	63	20	0	552	47	7	63	23	7	546
Optional school/SAU question																						
A.	26	0	0	3	27	7	64	1	9	540	26	0	27	64	9	540						
B.	5	0	0	1	50	0	0	1	50	533	5	0	50	0	50	533						
C.	69	5	17	17	59	7	24	0	0	549	69	17	59	24	0	549						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Freeport School Department
School: Mast Landing School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	8	9	8	9	1415	10
	2006-2007	16	17	16	17	1711	12
	2007-2008	15	17	15	17	1617	12
	Cum. Total*	39	15	39	15	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	52	61	52	61	6503	45
	2006-2007	48	52	48	52	6778	48
	2007-2008	48	55	48	55	7284	52
	Cum. Total*	148	56	148	56	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	10	12	10	12	3945	28
	2006-2007	21	23	21	23	3884	28
	2007-2008	17	20	17	20	3341	24
	Cum. Total*	48	18	48	18	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	15	18	15	18	2434	17
	2006-2007	7	8	7	8	1683	12
	2007-2008	7	8	7	8	1778	13
	Cum. Total*	29	11	29	11	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.8	65.3	9.8	65.3	9.0	60.0
Cluster 2: Shape and Size	14	29	8.6	61.4	8.6	61.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.2	44.0	2.2	44.0	2.2	44.0
Cluster 4: Patterns	14	29	8.9	63.6	8.9	63.6	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Freeport School Department
 School: Mast Landing School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	15	17	48	55	17	20	7	8	550	87	17	55	20	8	550	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	1										1						116	5	42	31	22	540
Asian or Pacific Islander	2										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	82	15	18	46	56	16	20	5	6	550	82	18	56	20	6	550	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	5	38	5	38	2	15	540	13	8	38	38	15	540	2390	2	29	34	35	534
No	74	14	19	43	58	12	16	5	7	551	74	19	58	16	7	551	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	87	15	17	48	55	17	20	7	8	550	87	17	55	20	8	550	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	10	1	10	3	30	6	60	0	0	544	10	10	30	60	0	544	5461	5	46	30	19	541
No	77	14	18	45	58	11	14	7	9	550	77	18	58	14	9	550	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	87	15	17	48	55	17	20	7	8	550	87	17	55	20	8	550	14015	12	52	24	13	546
Gender																						
Female	40	8	20	19	48	11	28	2	5	550	40	20	48	28	5	550	6767	11	51	24	13	546
Male	47	7	15	29	62	6	13	5	11	549	47	15	62	13	11	549	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	87	15	17	48	55	17	20	7	8	550	87	17	55	20	8	550	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	87	15	17	48	55	17	20	7	8	550	87	17	55	20	8	550	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: Freeport School Department
School: Mast Landing School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	33	2	67	0	0	541	3	0	33	67	0	541	5	6	39	29	25	539
B. less than one hour	76	12	18	36	55	12	18	6	9	549	76	18	55	18	9	549	66	12	52	24	12	546
C. one to two hours	20	3	18	11	65	2	12	1	6	553	20	18	65	12	6	553	26	12	55	23	11	547
D. more than two hours	1	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	10	30	17	52	6	18	0	0	555	38	30	52	18	0	555	38	16	56	19	8	549
B. They match some of what I have learned.	48	5	12	26	62	8	19	3	7	548	48	12	62	19	7	548	48	9	53	26	12	545
C. They match just a little of what I have learned.	7	0	0	3	50	2	33	1	17	541	7	0	50	33	17	541	10	6	37	32	24	539
D. There is no match.	7	0	0	2	33	1	17	3	50	535	7	0	33	17	50	535	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	11	31	18	51	5	14	1	3	556	40	31	51	14	3	556	31	24	54	14	8	552
B. good	46	3	8	24	60	10	25	3	8	546	46	8	60	25	8	546	47	8	55	25	12	545
C. fair	13	1	9	6	55	2	18	2	18	544	13	9	55	18	18	544	19	2	43	35	20	539
D. poor	1	0	0	0	0	0	0	1	100	526	1	0	0	0	100	526	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	22	1	5	10	53	4	21	4	21	542	22	5	53	21	21	542	18	5	42	30	22	540
B. about the same as my regular schoolwork	45	5	13	23	61	8	21	2	5	549	45	13	61	21	5	549	66	11	55	23	11	547
C. easier than my regular schoolwork	33	7	25	15	54	5	18	1	4	554	33	25	54	18	4	554	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	25	4	18	9	41	7	32	2	9	546	25	18	41	32	9	546	21	10	48	26	16	544
B. two or three days a week	38	7	21	19	58	5	15	2	6	553	38	21	58	15	6	553	36	13	54	23	10	547
C. two or three times each month	24	4	19	13	62	2	10	2	10	552	24	19	62	10	10	552	27	12	54	23	11	547
D. never or almost never	13	0	0	7	64	3	27	1	9	543	13	0	64	27	9	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	0	0	1	100	0	0	532	1	0	0	100	0	532	7	12	44	25	19	543
B. two or three days a week	23	3	15	10	50	3	15	4	20	545	23	15	50	15	20	545	30	13	53	23	11	547
C. two or three times each month	49	6	14	28	67	6	14	2	5	550	49	14	67	14	5	550	34	12	54	23	10	547
D. never or almost never	27	6	26	9	39	7	30	1	4	553	27	26	39	30	4	553	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	1	25	3	75	0	0	0	0	554	5	25	75	0	0	554	7	7	40	25	28	539
B. 30–45 minutes	18	0	0	7	44	6	38	3	19	539	18	0	44	38	19	539	31	7	49	29	15	543
C. 45–60 minutes	51	5	11	26	59	9	20	4	9	548	51	11	59	20	9	548	40	12	55	23	10	547
D. more than 60 minutes	26	9	39	12	52	2	9	0	0	559	26	39	52	9	0	559	23	18	54	19	9	549
Optional school/SAU question																						
A.	26	0	0	4	36	5	45	2	18	538	26	0	36	45	18	538						
B.	5	1	50	0	0	0	0	1	50	545	5	50	0	0	50	545						
C.	69	3	10	21	72	5	17	0	0	551	69	10	72	17	0	551						
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Freeport School Department
School: Mast Landing School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	6 1	7 1	6 1	7 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	53 52	58 60	53 52	58 60	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	30 30	33 34	30 30	33 34	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 4	2 5	2 4	2 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.3	56.5	11.3	56.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.0	50.0	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.3	66.3	5.3	66.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Freeport School Department
 School: Mast Landing School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	1	1	52	60	30	34	4	5	540	87	1	60	34	5	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	1										1						116	0	28	66	6	534
Asian or Pacific Islander	2										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	82	1	1	49	60	28	34	4	5	540	82	1	60	34	5	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	2	15	8	62	3	23	529	13	0	15	62	23	529	2372	0	12	72	16	529
No	74	1	1	50	68	22	30	1	1	542	74	1	68	30	1	542	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	87	1	1	52	60	30	34	4	5	540	87	1	60	34	5	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	10	1	10	4	40	4	40	1	10	538	10	10	40	40	10	538	5435	0	32	61	7	535
No	77	0	0	48	62	26	34	3	4	540	77	0	62	34	4	540	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	87	1	1	52	60	30	34	4	5	540	87	1	60	34	5	540	13967	0	43	52	4	538
Gender																						
Female	40	1	3	27	68	11	28	1	3	542	40	3	68	28	3	542	6750	1	55	43	2	540
Male	47	0	0	25	53	19	40	3	6	538	47	0	53	40	6	538	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	87	1	1	52	60	30	34	4	5	540	87	1	60	34	5	540	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	87	1	1	52	60	30	34	4	5	540	87	1	60	34	5	540	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Freeport School Department
 School: Mast Landing School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	67	1	33	0	0	539	3	0	67	33	0	539	5	0	29	57	14	533
B. less than one hour	76	1	2	38	58	23	35	4	6	540	76	2	58	35	6	540	66	0	44	52	3	538
C. one to two hours	20	0	0	11	65	6	35	0	0	541	20	0	65	35	0	541	26	0	45	52	3	538
D. more than two hours	1	0	0	1	100	0	0	0	0	542	1	0	100	0	0	542	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	25	1	5	14	64	6	27	1	5	542	25	5	64	27	5	542	25	1	54	42	3	540
B. good	51	0	0	28	64	14	32	2	5	540	51	0	64	32	5	540	50	0	46	51	3	538
C. fair	23	0	0	10	50	10	50	0	0	537	23	0	50	50	0	537	22	0	29	65	6	535
D. poor	1	0	0	0	0	0	0	1	100	518	1	0	0	0	100	518	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	20	0	0	9	53	6	35	2	12	537	20	0	53	35	12	537	14	0	33	56	10	535
B. about that same as my regular schoolwork	61	0	0	33	65	17	33	1	2	540	61	0	65	33	2	540	65	0	45	52	3	538
C. easier than my regular schoolwork	19	1	6	7	44	7	44	1	6	540	19	6	44	44	6	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	26	0	0	3	27	5	45	3	27	531	26	0	27	45	27	531						
B.	5	0	0	1	50	1	50	0	0	534	5	0	50	50	0	534						
C.	69	0	0	20	69	9	31	0	0	541	69	0	69	31	0	541						
D.	0										0											